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ABSTRACT

One of the youngest of the professions belonging to higher education is institutional research. But younger still has been the incursion of institutional research onto the campuses of predominantly black institutions. This group of papers attempts to lend a truer perspective to the burgeoning institutional research function at predominantly black institutions. The papers cover: (1) a poll conducted among institutional researchers at predominantly black colleges and universities; (2) the origin of institutional research in North Carolina at public-supported institutions, the sameness which marks the institutional research function at both black and white campuses, the necessity to relate research at black institutions to black students; (3) the need for a total information gathering and reporting system, the role an office of institutional research should play as a part of the total information and reporting system, institutional benefits as whole or partial derivatives of an office of institutional research; (4) assessment of student attitudes as measured by College Student Questionnaires data; and (5) an analysis of the sex, socioeconomic status, educational background, and concern for grades of North Carolina Central University students, and pairs these findings with the liberality of their political views. (Author/KE)

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INSTITUTIONAL RESEARCH AT PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES

Edited by

Charles I. Brown
Fayetteville State University

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The Association for Institutional Research provided partial support for the participants' expenses incurred in presenting the papers at the AIR conference in May, 1970, in New Orleans, Louisiana.

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TABLE OF CONTENTS

	Page
Preface	i
Some Characteristics of Institutional Researchers At Predominantly Black Institutions	1
Results of Characteristics Poll Conducted Among Institutional Researchers At Predominantly Black Institutions	5
Institutional Research Activities On An Operational Level At the Small Predominantly Black University	14
Institutional Research In Black Schools As A Part of A Total Information Gathering and Reporting System	18
Attitude Profiles On the College Student Questionnaire for Freshmen Attending Four Predominantly Black Colleges	33
CSQ Freshmen Attitudes Toward Black Political Leaders In the American Society	43
Concluding Remarks	51

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PREFACE

One of the youngest of the professions belonging to higher education is institutional research. But younger still has been the incursion of institutional research onto the campuses of predominantly black institutions. And while in this embryonic stage, a major purpose behind the presentation of these papers at the 10th Annual Forum of The Association of Institutional Research held in New Orleans, May 13-16, 1970, and reproduced again here, is to lend a truer perspective to the burgeoning institutional research function at predominantly black institutions.

In the first of five presentations that make up this compilation, the results of a poll conducted by the editor among institutional researchers at predominantly black colleges and universities comprise the content of "Some Characteristics of Institutional Researchers at Black Institutions."

In the second paper, "Institutional Research Activities on an Operational Level at the Small Predominantly Black University," by Therman J. Andrews and John B. Davis, point is made of the recent origin of institutional research in North Carolina at public-supported institutions. In summary, one main thrust of the paper of Andrews and Davis indicates that a great deal of sameness marks the institutional research function at both black and white campuses. However, they warn that lest a peculiar brand of factors common to black students on predominantly black campuses are woven into the research design and/or interpretations of institutional studies conducted at these black schools, the institutional researcher will run the risk of gathering static, meaningless data.

The third presentation, "Institutional Research in Black Schools as a Part of a Total Information Gathering and Reporting System," is co-authored by George Beatty and Gloria R. Scott. In the first of two sections of this paper, Beatty points out the need for a total information gathering and reporting system rather than the seat-of-the-pants type of operation that has been forced on the administrators of black schools. Beatty develops this idea with the student uppermost in his mind. In more specific terms, Beatty defines the role an office of institutional research should play as a part of the total information and reporting system, as an interpreter of the institution to the student, and in measuring the impact of the institution's various programs on the student.

In the latter section of this paper, the focus of Scott is on institutional benefits as whole or partial derivatives of an office of institutional research. In the development of this very perceptive view, Scott calls for a 20-year moratorium before the next so-called thorough investigation of predominantly black institutions is undertaken by persons outside the groves of black academe. During this hiatus, the office of institutional research--as a part of the total information gathering and reporting system--should do much to correct the image, etc., of the predominantly black sector of institutions of higher education.

Rounding out this compilation are papers by Edward A. Nelsen and Mary Ann Musser, institutional researchers who have a long-time interest in the assess-

ment of student attitudes as measured by College Student Questionnaires data. "Attitude Profiles on The CSQ For Freshmen Attending Four Predominantly Black Colleges," by Nelsen, and "CSQ Freshmen Attitudes Toward Black Political Leaders in the American Society," by Musser, are excellent examples of institutional research conducted on black students with nationally standardized instruments that in the main reflect interpretations that are sensitive to factors peculiar to black schools (see Andrews and Davis). To cite but one example, Nelsen found in his comparative attitudinal study that in relation to CSQ national norms, the attitudes of the students attending the four black schools studied were more identical to one another than to the national norms. This finding prompted the recommendation "of standards and norms that are based on institutions with similar student input, with similar programs, and with similar educational goals, rather than slavishly interpreting all studies everywhere by national norms that have been relied upon too heavily and too long."

Musser's companion-piece, "CSQ Freshman Attitudes Toward Black Political Leaders in the American Society," analyzes the sex, socio-economic status, educational background and concern for grades of North Carolina Central University students and pairs these findings with the liberality of their political views. This, and other studies of the same sort can be of invaluable assistance to administrators and faculties of black institutions in assessing the hero-types students are swayed by, and the dominant campus moods and undercurrents that may spell the differences between acrimonious confrontation or committee-type negotiations between the two generations.

Charles I. Brown
Fayetteville, North Carolina
June 1970

SOME CHARACTERISTICS OF INSTITUTIONAL RESEARCHERS AT PREDOMINANTLY BLACK INSTITUTIONS

Charles I. Brown
Fayetteville State University

Every session has its beginnings, its points of origin. This Special Session on Institutional Research in Predominantly Black Institutions was prompted into being when a circular was received from Sidney Suslow that was solicitous of ideas for presentation at the 1970 AIR FORUM. Following a reading of the topic suggestions in the Suslow circular I emitted a low growl when I noted that the most popular word in the American language--BLACK, had no mention and very little inference, if any at all, among the several topic suggestions. Noting this omission, I was swept to a towering rage by slogans of Black Power and Black Pride, and I dashed off a how-dare-you letter to the Program Chairman. Satisfied with this bit of derring-do and with having told off the whole of the AIR, I had a feeling of contentment until a response written by a very cool character in California arrived that said in essence, "Okay Baby. Tell us all about IR in predominantly soul institutions." This little story, embellished already to quite extraordinary lengths and purporting to recite the origin of this panel, could go on and on, but who in these scholarly environs would believe such an unlikely tale. Furthermore, I was cautioned by the thought that if I were to come in a jocular mood before a national body of institutional researchers whose mother tongue is computerese, and whose mien is at all times suggestive of a no-nonsense attitude, I would run the risk of courting the revocation of my badge of membership. So to remain in the good graces of the AIR FORUM, I have bowed to its protocols by preparing a second, more-nearly-like-it-happened, introduction.

As did all of the membership and the other persons chairing general and special sessions at this 1970 AIR FORUM, I, too, received an invitation to contribute what I thought would make for an interesting session. Little did I hope at the time that an idea of interest to me would be accepted for presentation, and as far away as the moon was the idea from my mind of chairing a session. So you can imagine how bowled over I really was to receive an invitation extending the chairmanship and task to develop today's presentation. The details of this will be presented shortly for your judgment, but first this overview.

IR at Predominantly Black Colleges and Universities will be presented in two sessions. We begin by taking a look at some of the characteristics of the man or the institutional researcher himself. The second and concluding paper of the morning session is "IR Activities on an Operational Level at the Small Black University." One appropriate point of this paper, authored by Therman Andrews and John Davis, is that an overwhelming majority of the black institutions of higher learning are small in size and are therefore subject to the findings of this paper.

When we resume this afternoon, George Beatty and Gloria Scott will broaden our theme with a paper on "IR in Black Schools as a Part of a Total Information Gathering and Reporting System." Concluding the afternoon's session will be reports by Edward Nelsen and Mary Ann Musser on student attitude profiles as drawn from CSQ data--a subject that has long occupied the attention of this team of institutional researchers from North Carolina Central University.

Methodology

Turning now to the first effort of the panel. When my mind was no longer at peace with incubating the idea--some would call it dawdling--and the truth of my position could no longer be denied, I decided I needed to know something more about institutional researchers and institutional research activities at predominantly black institutions than was provided by my own personal experiences. I naively assumed that all I needed to do was to turn to one or a combination of organizations and fit the bits and pieces of information stored in their computer files into a mosaic--for this particular instance and purpose, a mosaic of the hallmarks or characteristics of institutional researchers at predominantly black colleges and universities. But I was gradually relieved of this notion following the accumulation of "Yes, we have no bananas," replies from the Regional Education Laboratory of the Carolinas and Virginia, Wilbur Tincher of AIR, Educational Testing Service's IRPHE Program, HEW's National Center for Educational Statistics, the Center for the Study of Higher Education, and the Directors of IR at the Universities of Michigan and Tennessee. Then what I had to do to fill this information void became painfully evident.

So during the last week of January a hastily formulated questionnaire, that leaned heavily upon an already previously distributed AIR Membership Information Form (1970), was addressed to institutional research personnel at 121 predominantly black colleges and universities. The mailing list was drawn from The College Blue Book 1969-70 and the Directory of Predominantly Negro Colleges and Universities in the United States of America, a January 1969 publication of Plans for Progress.

The original mailing list included public and privately supported junior and community colleges and professional schools. But the response from the junior and community college category was most disappointing, and to guard against unwarranted findings, this category (28 institutions) was dropped from the study. Illustrative of this point, ten publicly supported junior/community colleges were mailed questionnaires, and two responded, eighteen privately supported junior/community colleges were addressed, and four responded. Three mailed and one response was the score for the professional school category. Of the nation's complement of ninety predominantly black senior colleges and universities addressed, a usable response was received from sixty-one (68 percent). Twenty-nine, or 48 percent of the respondents were currently active as institutional researchers and it is upon this group that the following index of characteristics of IR'ers at black institutions are attachments that detail the results of the poll conducted for the purposes of this study.

CHARACTERISTICS

1. Employed principally by small baccalaureate degree granting institutions--Questionnaire items 4 and 5.

2. The IR function, through a person charged with institutional research, is found with approximate equal frequency in private black institutions (30%), as in public black institutions (32%). The number of institution's that do not have an IR or equivalent office exceeds, by a slight margin, the number of institutions that do--Questionnaire item 6.

3. Among the several institutions which do not have an office of IR, the intent to establish such an office was found much more frequently at public black institutions (60%) than at private black institutions (20%)--Questionnaire item 7.

4. IR personnel at black institutions are more likely to be titled Director of Institutional Research or Director of Research and Development. Institutional Research is the name of the office most frequently used--Questionnaire items 8 and 12.

5. IR has been a feature of the private black institution for a longer period of time than it has at the public black institution. But even so, the office is new to both private and public institutions as 24, of 29 institutions report their office was established within the last three years.--Questionnaire items 9 and 10.

6. The institutional researcher at these institutions came to his present position with a background of preparation that runs the academic and experiential gamut. The academic fields most highly represented are Mathematics and Psychology.--Questionnaire items 11 and 28.

7. Reports directly to the President and spends 50 percent or more of his time in IR functions upon the request of outside agencies or another campus office--Questionnaire items 13 through 17.

8. Are more likely to conduct a one-man shop operation and need additional professional and secretarial assistance--Questionnaire items 18 through 21.

9. IR personnel at private black institutions inquire into problems they consider much more relevant to their institutions than do IR personnel at public black institutions--Questionnaire items 16 and 23.

10. 45 percent of the institutional researchers are middle-aged, 34 and 21 percent respectively are beyond middle-age and young adults; are more than likely to hold senior faculty rank; a doctorate degree; and to be fairly well paid for their labors.--Questionnaire items 23 through 27.

Conclusions

Save for the lateness in the establishment of an office for the institutional research function, the data relied upon in this study suggest that for the most part the characteristics of institutional researchers employed by predominantly black colleges and universities are not too dissimilar from those of their counterpart in predominantly white institutions. A third major conclusion suggested by questionnaire items 16 and 23 is that institutional researchers at public black institutions appear to harbor fewer job frustrations than their counterpart at private black institutions, as measured by IR functions they are now doing as over against IR functions they would rather be doing. A fourth conclusion is that far too many black institutions of higher learning, in both the private and public sectors, are forced to make-do without the services of an

office of institutional research. Surely this conclusion is fraught with implications for the Association of Institutional Research.

And to begin a train of thought in this direction one implication which comes most quickly to mind and given but brief mention here is a value-scale that allows a more than wasteful dissipation of time, thought, and energy in a vain attempt to reach a unanimous resolve among the membership on the proper role and function of institutional research. There are black institutions,--and a hundred others, who do not even know of the Association for Institutional Research. And one can well imagine that the most pernicious consequence of this kind of elitist thinking, is that in these institutions of greatest need, neither Russell-like nor Sanford-like studies are being conducted for the benefit of these institutions. And what is even worse, the indicators, as they come to me, are that the Association of Institutional Research cares but little for the institution or the fumbling institutional researcher beyond the pale of its membership. The implication I have in mind would reverse the order of some of AIR concerns; this reversal of attitude would in turn cause the Association to initiate and implement a program(s) that would lend the assets of institutional research to benighted black and white institutions who do not now know of its benefits.

ATTACHMENT A

RESULTS OF CHARACTERISTICS POLL CONDUCTED AMONG

INSTITUTIONAL RESEARCHERS AT PREDOMINANTLY BLACK INSTITUTIONS

January 1970

ITEM	RESPONSE		
	Private	Public	Total
Distribution:	53/59%	37/41%	90/100%
3. Control of institution:	36/68%	25/68%	61/68%
4. Type of institution:			
University (Awards Doctorate)	2	1	3
4-yr. plus masters	5	13	18
4-yr. college/university	28	11	39
Professional school (medical, etc.)	1		1
			61
5. Enrollment: (Day FTE)			
Over 10,000	1	-	1
5,001 - 10,000	-	-	-
2,001 - 5,000	2	18	20
1,001 - 2,000	12	6	18
501 - 1,000	16	1	17
Less than 500	5	-	5
			61
6. Does your institution have an IR or equivalent office:			
Yes	16	13	29
No	20	12	32
			61
7. If your institution does not have an IR or equivalent office, is such an office proposed:			
Yes	6	7	13
No	15	5	20
No Answer	15	13	28
			61

ITEM	RESPONSE		
	Private	Public	Total
8. Title of position:			
Dir., Institutional Research	11	8	19
Dir., Center for Educational Research	1	-	1
Dir., Institutional Self-Study	1	-	1
Dir., Institutional Studies & Evaluation	1	-	1
Dir., Research & Development	11	1	12
Dean	1	-	1
Dir., of Placement	1	-	1
Chr., Research Committee	1	-	1
			37
9. Number of years IR has been an officially established position on your campus:			
More than 10 years	1	-	1
6-10	1	-	1
5	1	1	2
4	1	-	1
3	6	1	7
2	3	7	10
1	2	-	2
Less than 1	1	4	5
			29
10. Number of years in IR position:			
More than 10	1	-	1
6-10	1	-	1
5	-	1	1
4	-	-	-
3	3	-	3
2	4	5	9
1	4	2	6
Less than 1	3	5	8
			29
11. Title of position prior to your present position:			
Dir., Division of Social Science	1	-	1
Comptroller	1	-	1
Chr., Psychology Department	1	-	1
Chr., Economics & Business Administration	1	-	1
Elementary Principal	1	1	2
Assoc. Prof., Education & Psychology	1	1	2
Assoc. Professor of English	1	-	1
Dir., Student Fin. Aid--Coord. of Fed. Pro.	1	1	2
Assist. Prof., Psychology	1	-	1
Secretary to President	1	-	1

ITEM	RESPONSE		
	Private	Public	Total
11. Title of position prior to your present position (cont'd):			
Registrar	-	1	1
Superintendent of Schools	1	-	1
Counseling - Psychology	1	-	1
Administrative Assist. to President	1	-	1
Campus Minister	1	-	1
Assistant Secretary of University	1	-	1
Dean	1	-	1
Director of Special Education	-	1	1
Dir., Bureau of Educational Research	-	1	1
Research Economists USDA-ERS	-	1	1
			23
12. Name of office or department in which employed:			
Institutional Research	8	9	17
Institutional Studies	1	3	4
Institutional Analysis	-	-	-
Planning & Development	3	-	3
Analytical Studies	-	-	-
Evaluation	1	-	1
Research & Evaluation	-	1	1
Placement	1	-	1
Center for Ed. Research	1	-	1
Institutional Self-Studies	1	-	1
			29
13. To whom is your office directly responsible:			
President	9	7	16
Vice-President	4	4	8
Adm. Assistant	-	2	2
Dean	3	-	3
Other	-	-	-
			29
14. Percent of full-time spent in IR:			
76 - 100	7	5	12
51 - 75	1	1	2
26 - 50	7	6	13
11 - 25	1	1	2
10 or less	-	-	-
			29

ITEM	RESPONSE		
	Private	Public	Total
15. Percent of full-time devoted to academic responsibilities other than IR:			
76 - 100	1	1	2
51 - 75	3	2	5
26 - 50	6	4	10
11 - 25	2	4	6
10 or less	4	2	6
			29
16. IR activities that command the greater portion of your time, give "1" highest priority:			
Budget and finances	2.5	2	
Collecting information to assist day-to-day decision making	11	10	
Conducting studies conceived and designed by IR personnel	6	9	
Conducting studies for long-range planning and decision making	5	3	
Curriculum studies	4	8	
Data Systems and Computers	1	4.5	
Faculty Studies	7.5	6.5	
Filling out HEGIS, etc., forms	7.5	11	
Planning/coordination/development	10	4.5	
Space Utilization	2.5	1	
Student Studies	9	12	
Other	12	6.5	
17. Rank order of initiating sources for IR			
IR Office	3	3	
IR Committee	4	4	
President's Office	5.5		
Dean's Office	5.5		
Request from another campus office	2	1	
Request from outside agency	1	2	
18. Professional Assistance in IR Office:			
Full-time	1	1	2
Part-time	8	4	12
			14
19. Is there a need for additional professional assistance?			
Yes	10	10	20
No	6	3	9
			29

ITEM	RESPONSE		
	Private	Public	Total
20. Secretarial services in IR office are rendered by:			
Full-time professional assistance only	6	2	8
Full-time professional assistance	4	9	13
Part-time professional assistance only	2	1	3
Part-time professional assistance	5	-	5
Full-time student assistance only	-	2	2
Part-time student assistance only	6	-	6
Part-time student assistance	6	9	15
			52
21. Is there a need for additional secretarial assistance?			
Yes	7	6	13
No	9	7	16
			29
22. Are you satisfied that the current alignment of your research emphases inquire into the most relevant problems of your institution:			
Yes	11	7	18
No	4	6	10
			28
23. If no, realign the following and/or add other relevant problems of highest/priority with "1" being primary:			
Budget and Finances	12	1	
Collecting information to assist day-to-day decision making	7	11	
Conducting studies conceived and designed by IR Personnel	4	10	
Conducting studies for long-range planning	11	5.5	
Curriculum Studies	8	7.5	
Data Systems & Computers	1	2	
Faculty Studies	3	9	
Filling out HEGIS etc. forms	5.5	7.5	
Planning/Coordination/Development	9.5	3	
Space Utilization	5.5	5.5	
Student Studies	2	12	
Other	9.5	4	

ITEM	RESPONSE		
	Private	Public	Total
24. Age:			
Over 65	1	-	1
61 - 65	1	1	2
56 - 60	4	3	7
51 - 55	3	4	7
46 - 50	1	1	2
41 - 45	2	2	4
36 - 40	2	2	4
31 - 35	1	-	1
26 - 30	1	-	1
21 - 25	-	-	-
			29
25. Salary:			
Under $5,000	-	-	-
$5,000 - $9,999	4	2	6
$10,000 - $14,999	9	2	11
$15,000 - $19,999	2	9	11
$20,000 - $24,999	1	-	1
$25,000 or above	-	-	-
			29
26. Academic Rank:			
Professor	5	7	12
Associate Professor	4	4	8
Assistant Professor	1	-	1
Instructor	-	-	-
Lecturer	-	-	-
No Rank	6	2	8
			29
27. Highest Degree Held:			
None	-	-	-
Bachelors	-	1	1
Masters	8	2	10
Doctorate	6	9	15
Other	2	1	3
			29

ITEM	RESPONSE		
	Private	Public	Total
28. Academic Specialization			
Bachelors			
Accounting	1	-	1
Advertising	1	-	1
Agricultural Economics	-	1	1
Agricultural Education	-	1	1
Bachelor of Divinity	1	-	1
Biology	-	1	1
Biology & Physical Education	1	-	1
Chemistry	1	-	1
Economics	1	-	1
Economics & Statistics	1	-	1
Education & Agriculture	-	1	1
Education & Biology	1	-	1
Education & Science	1	-	1
Elementary-Administration	1	-	1
Elementary-Education	-	1	1
English	4	-	4
General Agricultural	-	1	1
History	1	1	2
Mathematics	11	-	11
Psychology	11	1	12
Science & Agriculture	1	1	2
Sociology	1	1	2
Vocational Education	-	1	1
			50
Masters			
Accounting	1	-	1
Agricultural Economics	-	1	1
Agricultural Education	-	1	1
Chemistry	1	-	1
Counseling	1	1	2
Education	-	1	1
Educational Administration	1	-	1
Educational Agriculture	-	1	1
Educational Psychology	11	-	11
German	1	-	1
Guidance & Sociology	1	-	1
Industrial Education	-	1	1
Musicology	1	-	1
Physics	1	-	1
Psychology	1	-	1
Science & Sociology	-	1	1
Secondary Education	-	1	1
Sociology	1	1	2
Supervision & School Administration	1	-	1
			31

ITEM	RESPONSE		
	Private	Public	Total
Doctorate			
Administration of Higher Education	-	1	1
Agricultural Economics	-	1	1
Developmental Psychology	-	1	1
Economics & Statistics	1	-	1
Education	1	1	2
Educational Administration	-	1	1
Education & Mathematics	1	-	1
Educational Psychology	1	-	1
International Economics	1	-	1
School Adm. & Curr. Dev.	1	-	1
Science Education	1	-	1
Sociology	1	1	2
Sociology & Psychology	-	1	1
Special Education	1	-	1
			16
Other			
Ed. S. (Ed. Adm.)	-	1	1
Ed. S. (English)	1	-	1
Post Doctoral (Biological Science)	-	2	2
			4

ATTACHMENT B

6. Institutions having an IR or equivalent office:

PRIVATE	PUBLIC
Benedict College	Alabama State University
Bennett College	Albany State College
Bethune-Cookman College	Elizabeth City State University
Bishop College	Fayetteville State University
Fisk University	Grambling College
Hampton Institute	Lincoln University
Howard University	North Carolina Central University
Jarvis Christian College	Norfolk State College
Miles College	Prairie View A & M College
Oakwood College	South Carolina State College
Shaw University	Texas Southern University
Stillman College	Virginia State College
Talladega College	Winston-Salem State University
Voorhees College	
Wilberforce University	
Xavier University	

7. Institutions that propose the establishment of an IR or equivalent office:

PRIVATE	PUBLIC
Atlanta University	Alcorn A & M College
Dillard University	Central State University
Johnson C. Smith University	Cheyney State College
Tuskegee Institute	Kentucky State College
	Tennessee State University

INSTITUTIONAL RESEARCH ACTIVITIES ON AN OPERATIONAL LEVEL AT THE SMALL PREDOMINANTLY BLACK UNIVERSITY

Therman J. Andrews, Jr.
Elizabeth City State University

and

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Organized institutional research is a recent concept in the public institutions of higher education in North Carolina. Only since 1967 has the state formally supported such offices in its fifteen public universities. Elizabeth City State University, a small predominantly black institution in the state system had, like most of the others, no office of institutional research of any kind until that time. The institutional research office at Elizabeth City has made much progress during this two and one-half year period, even though problems have arisen. Most of the problems are common to any newly created office of institutional research, but many of them are unique to institutions that serve predominantly black students. This presentation will include comments on normal institutional research activities at Elizabeth City State University, but will stress the institutional research that is seen to be unique and essential to predominantly black institutions.

Organizational structure and activities in institutional research vary from institution to institution, but there are common factors in all offices since most institutional research people are primarily concerned with relating input, environmental, and process variables to output variables. Yet, while these four factors are providing a common framework for institutional research, they also are underscoring differences within the individual institutions. The existence of these differences, especially in predominantly black institutions, impose both restrictions and opportunities for institutional researchers at their respective institutions.

Turning first to differences in the area of input variables, the majority of students at a predominantly black institution are disadvantaged from a socio-economic point-of-view. Most of them come from a family background where a low annual income is the rule rather than the exception. Consequently, the majority of them need and do receive some type of financial assistance.[1]

More important, however, most black students are unable to visualize themselves as important individuals who can exercise a great amount of control over their own destiny. This inadequate self-image causes many black students to set their career goals both too low and too narrow. Furthermore, it has been observed that one important aspect of an inadequate self-image is a low motivation to succeed in society at large and at college in particular. This fac-

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[1]Seventy per cent of the students at Elizabeth City State University receive some sort of financial assistance.

tor has been operating over their elementary and secondary school experience, and they come to the university educationally disadvantaged in terms of their preparation to do college level work. As a result, because of the self-image, motivational, and actual level of preparation, it has been found that these students have a greater need for special counseling and remedial programs to help them overcome the deficiencies in their pre-college experience.

Turning to the environmental and process variables, there are many characteristics that would be true of any small institution. A small enrollment suggests that the institution has a small number of faculty members. This in turn implies a limited curriculum. A small enrollment places restrictions on the size of the administrative staff, the amount of research activity, and the extent of community services. All of these factors have implications for institutional research. For example, the results of institutional studies must be interpreted with caution in light of these limiting factors.

In addition, however, at the small predominantly black institution a high percentage of students live in the dormitories. At Elizabeth City State, for example, 77 percent of the student body is housed in the residence halls. Also, the attrition rate, especially among males, is abnormally high. One can readily see from this information the additional dimensions necessary for any institutional research design.

An examination of the normal output variables also produces additional concerns for the institutional researcher in the predominantly black institution. In the past the major output was students in the fields of education and the ministry. Today, career opportunities for black college graduates have expanded greatly. Major corporations, educational institutions, and the federal government actively recruit black college graduates. As a result, institutional research that monitors the educational process and evaluates the quality of its products becomes extremely important.

Up to this point, the fact has been reflected that much of the institutional research in predominantly black institutions is similar to the institutional research that would be conducted in any small institution. There also has been an attempt to make the case that there are indeed factors unique to the predominantly black institution that would cause institutional research in these institutions to take on greater dimensions. For example, it is necessary for special attention to be given to evaluating the effectiveness of remedial work, to factors which may reduce attrition, and to efficiency within a small university.

Operationally, the office of institutional research at Elizabeth City State University functions as most such offices. The Director of Institutional Research is responsible directly to the Academic Dean. The Director is charged with the responsibility for coordinating and conducting research that pertains to the institution itself, for bringing together data on the history and development of the institution, for the collection and codification of data relative to the current status of the institution, and for the preparation of various reports required of the institution from external sources such as the State Board of Higher Education, the U. S. Office of Education, and the various accrediting agencies. In addition, the Director of Institutional Research is responsible for seeing that the President, the Dean, the Director of Development, the Director of Student Personnel Services, and the Business Manager are supplied

with appropriate information and data that will assist them in their planning and decision-making functions.

To carry out these assignments the Office of Institutional Research at Elizabeth City State University collects or has easy access to the following information:

1. Student admission and enrollment data by sex, home address, college residence, previous educational experience, and present educational program.

2. Faculty data by sex, degrees held, field of study, field of employment, research record, publications records, academic rank, tenure status, and current salary.

3. Housing data by type, quantity, and usage.

4. Financial data by source, amount, and record of expenditures.

5. Library data by quantity, type, and utilization.

6. Facilities data by type, quantity, value, and usage.

7. Student graduation data by sex, program, degree, academic record, and intended profession.

This information, plus additional ad hoc data, allows the Office of Institutional Research at Elizabeth City State University to conduct the normal studies associated with this type of office. Over the past two years the Office has compiled statistics or conducted studies in the following areas:

1. Students - number, ability, source, sex, levels, majors, retention, continuance in graduate school.

2. Faculty - number, degrees, tenure status, age, experience, academic rank, salary, turnover, load.

3. Curriculum - courses offered, course enrollments, course content.

4. Instruction - number of sections, section size, grade distributions, failures, credit hours produced, innovative practices.

5. Facilities - classrooms, laboratories, offices, residence halls, administrative space, instructional space per student.

6. Finances - sources of income, amounts of income, expenditures by various functions and organizational units, cost per credit hour produced.

In addition, because of the unique factors affecting predominantly black institutions that were suggested earlier, there are other types of institutional research that are considered essential at Elizabeth City State University. Studies that deal with the problems of poor self-image, low motivation, remedial

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programs, financial needs, campus living-learning patterns, and educational goals and career aspirations have either been conducted, are in progress, or are in the planning stage. It has been found that the data routinely collected in the office, supplemented by student attitudinal and environmental data, can be used to construct student profiles that provide a great deal of insight into the nature of these problems. The Regional Education Laboratory for the Carolinas and Virginia, through its higher education program, has been most helpful in assisting Elizabeth City State University in suggesting research designs and identifying research tools that address these problems. One of the most effective instruments used has been the College Student Questionnaire published by Educational Testing Service. These instruments can be used to measure student change over time and address themselves, among other things, to career aspirations, motivation for grades, social consciousness, and peer-group influences. Data from these instruments have been used to construct profiles of the Elizabeth City State University student body. On the basis of this information the administration is considering expanding its remedial offerings, revising its counseling procedures to emphasize positive self-image development, and is becoming more aware of the problems influenced by the living-learning environment of its students.

In closing it should be stressed that although the bulk of the work in the Office of Institutional Research in a small predominantly black institution will not differ markedly from that of other small institutions, the institutional researcher in a predominantly black institution must address himself to these problems that are unique to his institution or much of his other research will become meaningless.

INSTITUTIONAL RESEARCH IN BLACK SCHOOLS AS A PART OF A TOTAL INFORMATION GATHERING AND REPORTING SYSTEM

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and

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Introduction

Institutional research which attempts to provide total information about the institution must of necessity involve all major administrative and academic offices. Such information must reflect the needs of these offices and must anticipate the needs of the students served. Information gathering must begin when the university first contacts the student and should never end.

The two principal entities involved are students and the institution. In general, personal and academic information should be gathered on and about the student at entry and the university should continuously monitor his progress - showing each level of development and achievement. Information gathered about the institution should reflect its overall effectiveness as measured by its academic process, research production, and community service.

Once gathered, this information must be analyzed, synthesized, categorized, and reported to provide an accurate and informative picture of the institution to those agencies concerned with the many facets of higher education. Although this information is needed by external agencies, a far greater need exists within the institution itself. As with any efficient business, the university finds itself in need of constant appraisal and evaluation. Therefore, there is a need for the university to continuously look at itself internally and externally, providing an accurate information base upon which to make decisions.

In previous years, black institutions have not had the benefit of this type of analysis and have suffered severe consequences because of this deprivation. They have lacked an accurate information base upon which to make viable decisions which would benefit the institution, its faculty, and its students. Lack of this information base has not been primarily the fault of administrators but rather due to the perpetual shortage of operating funds. Human and fiscal resources needed to perform these functions have been relegated to the sub-basement level in terms of priorities.

The number of black students is increasing at a higher percentage rate than white students, and many will go to white schools. We know that all education should be at a quality level and must provide a total academic experience at all institutions. In order for black institutions to gain the information needed to make the kinds of creative, viable, and progressive decisions requisite to providing quality education, they must have the physical and human resources necessary to develop the area of institutional research.

At the present time, there are 88 predominantly black senior colleges and universities in the United States with an enrollment of approximately 148,000 students. An additional 226,000 black students attend the remaining 2,500 senior colleges and universities in the nation. This equals about 4.8 percent of the nation's total college population. A quick calculation will reveal that 40 percent of all blacks in higher education are still in black schools. Many of the black students now attending predominantly white institutions have been recruited in the past few years. Recruiting has been stepped up because of two primary reasons: (1) Students and faculties are demanding it, and/or (2) the Federal Government is requiring positive steps to insure equal opportunity for all our citizens.

It has recently come to the attention of many predominantly white institutions with black students that many of them enter college with unique problems. Unique, here, meaning that these schools have not in the past been confronted with these problems on a large scale. Many of you in the audience understand this situation far better than I do; however, I shall now get to a situation with which I am more familiar.

Many of the 148,000 students in the black schools come from deprived backgrounds and are poorly prepared for college work. Administrators of white institutions are finding this to be true. Administrators of the black schools have known this for many years and have had to deal with this problem and many more, with far fewer human and financial resources during these years. Much in the way of past successes (and failures) have been made without the benefit of a great deal of research and analysis. This is generally known as seat-of-the-pants operation. We believe that decisions, made in the future, which will affect these students, these schools and ultimately America should be based on accurate, up-to-date information.

PART I. GAINING THE NEEDED INFORMATION

The first question to be answered in our efforts to establish an information system has to do with how one gathers the needed facts. Second, it must be determined when the information should be gathered. These two questions are actually complimentary. We believe that most of the desired information should be gathered when you have the student as a captive participant in your program. This would necessarily cause you to gather all possible information when the student is first accepted. Gathering the information during early contact has the added benefit of offering the university a more complete and accurate picture of the student. This occurs because the student will use more caution while completing required forms at this time than at any other period. Several reasons explain his caution at this point. The primary reason is that he wants to make a good impression on the university. We believe that the university should make a good impression upon him. This answers when the information should be gathered.

Let us now take a closer look and see just what kind of information should be gathered. The same basic kinds of information should be gathered on all students, not just the blacks; however, on blacks additional information must be collected.

Pertinent information should be collected about:

1. Family and Background
2. Educational Level and Achievements
3. Professional Aspirations
4. Relative Measure of Intelligence

The information on the educational level of the student has been gathered and analyzed most frequently. Now, since the world of business, industry and government has opened a whole new realm of opportunities to blacks, I feel that one must gather much more information on the ultimate aspirations of the students so as to point them into non-traditional directions. It is not suggested that all students be pointed in the non-traditional areas, that is, non-traditional as far as blacks are concerned, but that a significant number be counseled about professions other than teaching and preaching. However, in order to steer students in these directions, one must not only know what his aspirations are, but one must also know what his relative intelligence level is. This is to say that the student must have the ability as well as the desire to succeed in the profession to which he is directed. Black misfits are no more desirable than white misfits. So one must design and gather information on this critical area.

Now we turn to the educational level of the student. This is ultra-important here because many of our black students still come from inferior high schools, that is, they come from schools that are perpetuating a cycle of mediocracy. So one must clearly define what the student's educational level is. The information collected here will later be used to help both the student and the university. There is nothing more frustrating for a student than to come into a new situation (not only a student, but any person) and find himself totally overwhelmed before he can get his feet on the ground, let us say. In order to prevent these situations, as often as possible, the relative educational levels of the students should be known.

Information of a general nature must be collected on all students and will not be reviewed here. This information may have nothing to do with specific academic requirements, but will assist both the student and the university in a general manner. This type of information should be collected both during the initial contact phase and when the student actually matriculates at the university.

PART II. UTILIZING INFORMATION FOR THE BENEFIT OF THE STUDENT

The information thus gathered can be utilized quite readily for the benefit of the student. The first benefit would be in the admissions process, that is, the student could be admitted or rejected by the university, or he could be conditionally admitted. Sometimes the rejecting of a student is not altogether bad. It may even be helpful to reject the student and have him go to a community college or to a technical institute or trade school rather than having him come to a university for which he is not academically prepared.

The area of counseling and testing is a very important one, and the student should receive all possible benefits from it. To effectively use it, however, information about the center and the student must be available.

While the student is continuing his educational experiences, the university could and should be gathering information to continuously monitor his progress. This will let the institution know how effective its program is as the student progresses. Certain milestones may be set, such as, the end of the freshmen orientation project, the freshmen studies program, or at the end of some remedial courses if necessary. The important thing here is, that the university have a good knowledge of exactly what the student is doing and what his potentials are. If the university feels that a high potential student is not being treated properly, then here some action would be justified. It may be found that a student has come to the university in one subject area but would be best suited in another. If his progress is monitored closely this could be detected and corrected. If someone would take the time to study this information, the student could be advised of his potentialities in a different area of study, and consequently, could change his area of concentration. This is not to say that the student would have to follow the advice of his counselors or even his major advisors, but at least the persons with whom the student is associated would know exactly what the student is doing and how well.

Another very important area where the university would benefit from such information is in student services. Right now there is a rebellious atmosphere on campus and any Dean of Student Affairs could tell you what a hot seat he has. There are several reasons for this and the students are not altogether wrong. That is, some of these student services have not lived up to what they should or could do, so this is an area where a great deal of information should be gathered and analyzed for the student's benefit. The university would also benefit greatly. Some services may be outmoded and could very well be replaced. Some services may not be living up to expectations and others may be over-taxed. Data collection and analysis should point these out and assist all hands in the process.

Other things that could be of use both to the university and the student would be his non-academic achievements, such as, extra-curricular activities, participation in the debating team, the student government, football and basketball, sororities, or some community project. Based on what the institution finds as data is collected and reviewed, it could identify these students as potential leaders. That is, it could very well be that the university's administration might want to consider utilizing some of these bright young minds.

Figure I, identifies the points of student contact for gathering information. Figure II, presents a system model which can be used for gathering information. Information which is gathered about students is a basic part of the input for the total information system of the institution.

The second half of the presentation will cover the utilization of the information for benefit of the institution.

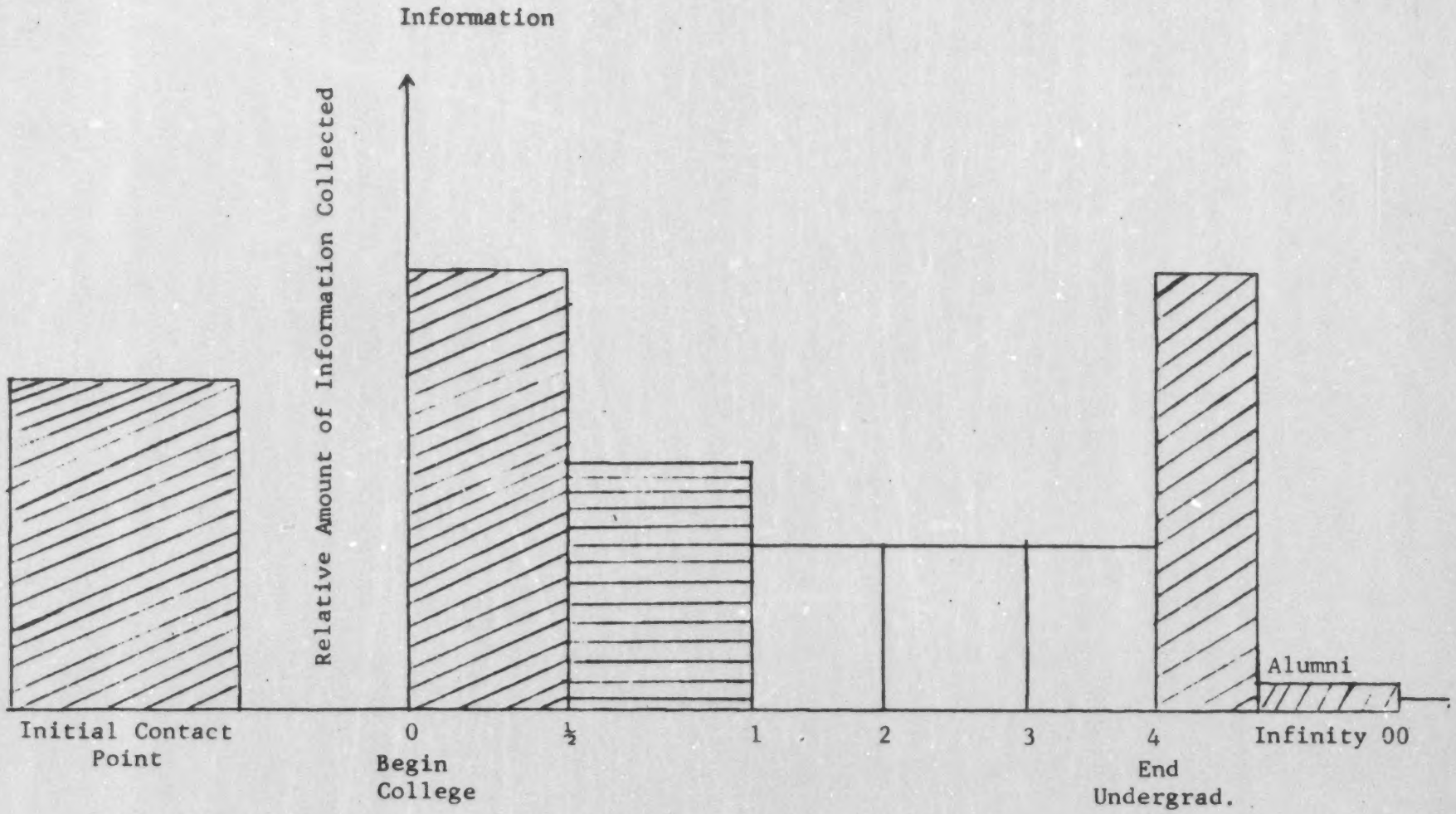

FIGURE 1 : POINTS OF STUDENT CONTACT: PRE-ENTRY, MATRICULATORY, POST-GRADUATE

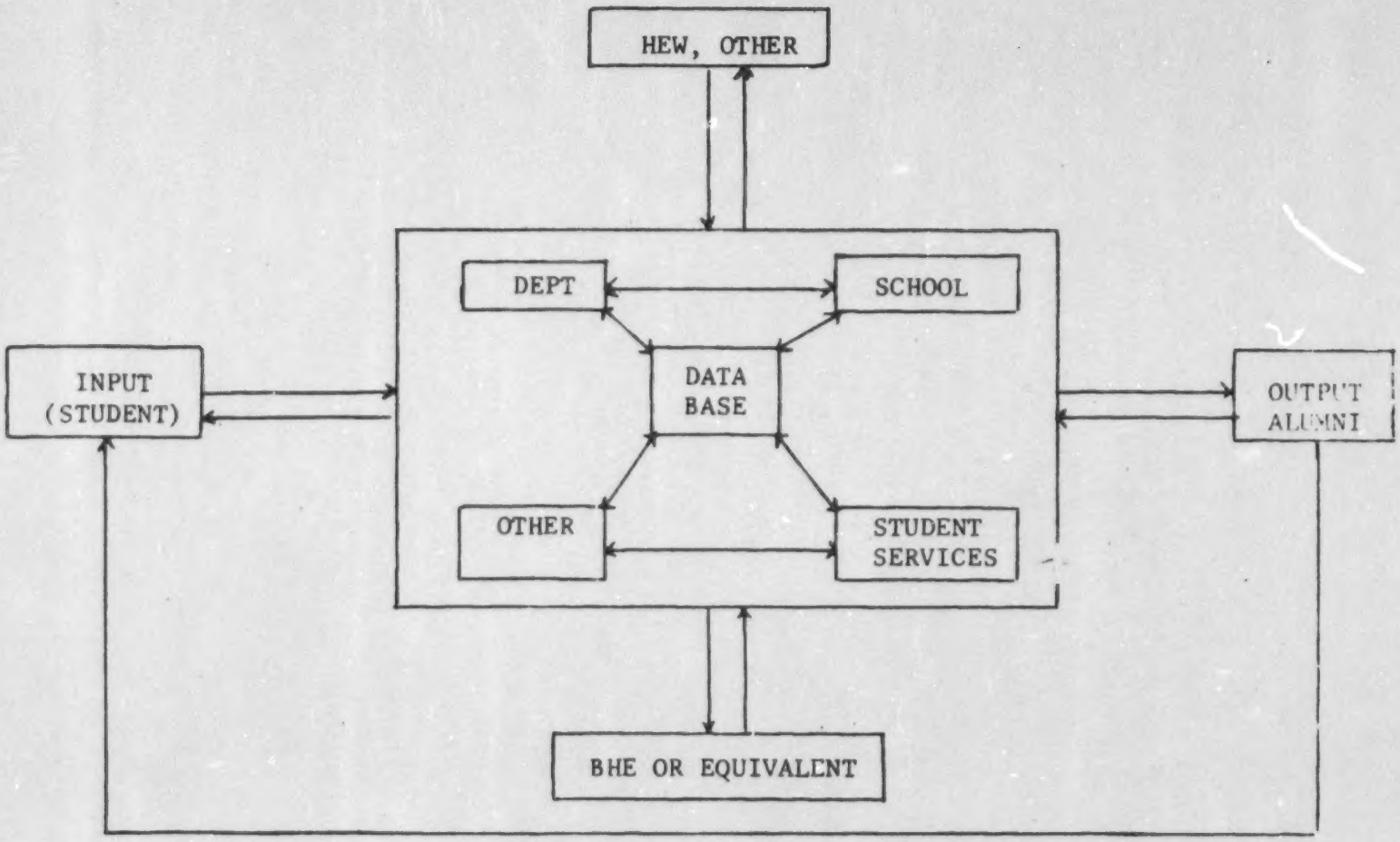

FIGURE 2 BLOCK DIAGRAM OF SYSTEM MODEL

PART III. UTILIZING INFORMATION FOR BENEFIT OF INSTITUTIONS

Institutional research is involved with the gathering, analysis, and use of information about an institution, its constituents, and its programs. Institutional research allows an institution to know about itself, something of its past, its present status, and allows it to project and chart a path for its future. Such is important for the perpetuation of an institution and for its growth. Perhaps the most essential function of institutional research in the university or college is to provide a mechanism for constant appraisal and evaluation and to provide accurate information, and I underscore accurate, from which to make decisions about itself, its role, and its publics.

As previously indicated, black institutions have not had the benefit of institutional research as an integral part of the institution. Many inadvertent, indirect, and severe consequences have resulted because of this. Had institutional research been present and viable at black institutions for the last quarter of the century, perhaps many of the erroneous, biased, "hit and miss," subjective studies or rather "so called studies" about black institutions would not have been developed and gone unchallenged. These studies perpetuated myths about black institutions and have become a part of the basic reference materials for higher education.

One such document is the Riesman-Jencks[1] article published in the Harvard Educational Review in January, 1967. This article was based largely on conjecture and subjectivity, and at most represented a compilation of secondary and tertiary sources of data. When the article was released the reaction among the black college faculty was one of outrage at some of the conclusions, yet there were no collective compilation of data to effectively refute the conclusions of that report. The McGrath report[2] represented a view of black institutions in a one-year study, 1963-1964, but no in-depth time period was invested to systematically collect primary data over a sample of years.

The recent book by LeMelle and LeMelle, Black College: A Strategy for Relevancy, points out that beginning with the Phelps-Stokes Fund Study of the Traditional Negro College in 1917, many other surveys have been commissioned, completed, published, and accepted as valid, reliable data. This includes the SREB report on The Negro in Higher Education in the South.[3] One believes that these reports were done in all sincerity and funded by organizations and people who were interested sincerely in advancing the cause of higher education among black Americans. This does not, however, negate the fact that much of the information was survey research and was not based on documented data collected and analyzed by the colleges or at the college campuses.

Most of these studies have been valuable only in the fact that they gave information, and often this value has been negated by the negative presentation of such data without documentation of primary data about the institutions.

> "In terms of providing a useful critique in pointing out imaginative direction for the education of black youths, the much publicized surveys have contributed only marginally. This fact is quite obvious since one of the most recent studies on this subject by Christopher Jencks and David Riesman has only again reaffirmed what similar investigations have purportedly estab-

lished through the years: namely, that the traditional Negro College still constitutes the "educational disaster land."[4]

I must say at this point that I concur with the LeMelle opinions, that we should declare a moratorium of at least 20 years before the next thorough investigation of the traditional Black College is launched by persons outside the institutions without basic data. Perhaps a moratorium of these 20 years will allow us to develop institutional research at the black colleges so that we can provide accurate data and develop studies ourselves which will accurately describe our institutions, and the fabric, flavor and input of these institutions into higher education--individually and collectively. At that time perhaps Mr. Riesman and Mr. Jencks, along with the modern day white graduate students still doing "arm chair - over the miles" research should they so desire, will have primary data available to develop the kind of studies about the black colleges which educators and researchers can consider scientifically sound, reliable and valid.

It is inherent that the black college, like other colleges or educational institutions, must be evaluated, finally, upon its own possibilities, programs and resources. Thus, the need for utilizing information for the benefit of the black institution is great.

Institutions utilize information for internal and external benefits. Internally, information can be utilized to give the institution accurate knowledge of its resources--human, program, fiscal, and physical. Knowledge of resources, allows for the kind of information that gives direction to capabilities of the institution. In the final analysis, the movement and development of any institution depends upon its resources.

In terms of its students, the institution can utilize information about their familial, social and educational origins; about the social factors impinging upon them prior to entering the college; and social factors at work which impinge upon them while they are in college. Knowledge of such factors and origins of students will allow the institution to plan academic and co-curricular programs to adequately meet the needs of these students and move them beyond the mere level of acceptance of where they are, to the level of productivity that a college graduate should have.

Knowing what is already deficient, or what is already enriched, in their backgrounds will allow for guided direction in establishing programs for students. One example of knowledge of previous factors which will guide institutions is that of health care. Any institution doing effective planning for the decade of the seventies and beyond cannot possibly escape investigation of the kinds of health habits their students have brought and will bring to the institution because this has direct bearing on the kind of health services that the university will attempt to provide for students and will influence the approach to health care services.

The academic origins and career patterns of faculty will provide the institution with adequate information to best utilize persons who have had specific past experiences and who have specific skills and expertise. This will allow for the orderly recruiting of new faculty by strengthening weak areas as well as providing a greater distribution of academic preparation. The other added knowledge is that of personal experiences which the institution can tap as resources

for providing models for students and promoting interaction among students and faculty. Such information about origins will give the university some idea about the degree, range, and quality of input that the faculty member will provide for the educational program.

Knowledge about the alumni is a very valuable resource to give feedback to the institutions, and to represent the institutions' input into their education. Such knowledge will allow the institution to modify programs and monitor its impact on the students that it serves.

Knowledge about its many publics (especially its financially supporting public) is necessary for institutions to define financial and philosophical support areas.

Program resources, including the academic program and the co-curricular program, make up the heart of the educational resources at the institution. Knowledge about curriculum content can be utilized by the institution to identify its strong areas. Since 1965, most black institutions that are accredited, have participated in an institutional self study and evaluated their curriculum content. If such evaluation of the curriculum is internalized as a part of institutional research at the institution, knowledge about curriculum content will be available on a semester and an annual basis for use in evaluation.

Information about the instructional methodology in the academic program can also be a part of the regular evaluating process. New methods can be tried and evaluated using results to make changes where necessary and desired. Student involvement in evaluation of instructional procedures is the greatest input and should be included in evaluation.

The practicum experiences of an education program--where the interface of theory and practice meet, can be used to determine how well it is preparing students and to involve the university in the merger of education-interaction and social change.

The university needs to know the quality and quantity of research generated and participated in by its faculty, administrators and students. Internal dissemination of such information acts as an incentive, provides information so that interested persons might be involved, and generates a sense of pride in participation in the discovery in or rearrangement of knowledge.

At the co-curricular-curricular interface the university should know and use changing needs, identified both by the students and the university, as guidelines for expanding or contracting the co-curriculum.

Fiscally, the university needs to know the dollar cost of its educational product; where the money comes from and where it goes. In fact all members of the academic community internally need to know this information. The university needs to know:

(1) What services, programs, and people get <u>fiscal</u> priorities?

(2) What programs cost more and produce fewer students, yet are viable and needed?

(3) What programs cost more, produce fewer students, and are not viable or needed?

(4) Where are the institutional fiscal priorities?

(5) Where, how, and by whom are fiscal decisions made?

(6) Where are areas of extremely good management?

(7) Where are the areas of poor management?

All fiscal data relate to the entire university program and is vital information to have. It is especially vital for black institutions because of the limited supply of funds coming to the university and the great need to make the best use possible of funds.

This has been a brief sketch of the general knowledge of internal resources--human, program and fiscal-physical that the institution needs for internal and external use. It can be utilized internally in the following ways:

(1) to accurately describe the present status of these areas,

(2) to identify the realistic potential of the institution within a given segment of time,

(3) as a firm research base for long and short range planning-internally, (for example, school divisions and/or departments within the university can use the research base of information acquired about the general university to modify, expand or contract programs),

(4) to order (rank) internal institutional priorities and

(5) to assist in institutional decision making.

The data can be used externally as follows:

(1) to help the institution develop and project its image to its many publics;

(2) to attract human and program resources;

(3) to attract funds and;

(4) to promote interaction and social change.

One of the accepted sterotyped images of black college students for example, is that they have low aspirations in general. In a recent student questionnaire administered to 36 percent (1,205) of the student body at North Carolina Agricultural and Technical State University, 75.6 percent indicated the desire to receive a degree beyond the Bachelor's Degree, 39.2 percent indicated interest in pursuing the Masters Degree, 4.9 percent other degrees, and 31.5 percent, the Doctorate. These black students do not have low aspirations so this must

be projected as a part of the image. Another stereotype is that the faculties of black institutions are under tyrannical rule. The results of the Institutional Functioning Inventory which was administered to the faculty and administrators of A. & T. State University, showed that the faculty did not describe itself as under tyrannical rule, but rather identified the process of the academic community of being a democratic one. These are just two examples to show that the systematic, orderly, and regular collection of data will help an institution to know itself and project this image to its various publics. Collective data from several institutions will help project correct information.

Once the image is accurately projected and reflected, it will assist the university in a second way - attract human and program resources.

(1) Attracting staff and faculty (faculty will have valid data to use in making decisions about working in the black institution). It will help the university in the competition for good faculty. For example, a strong program that an institution has might be much more attractive to a person looking for a position in that field than the entire university. Since the name of the game in higher education is reputation, and since most universities or colleges have built their reputations on the total institution in general, many prospective faculty members do not go beyond the "reputation" of the institution to investigate the strength or weaknesses of the programs with which they wish to identify. Therefore, an institution could identify its programs, its resources in these programs, and the quality of its students to prospective faculty and increase chances of attracting these persons.

(2) Attracting students

Information will help the university to recruit students but would further help to identify the university's interest in the secondary schools (especially the feeder schools) from which the institution draws its pupils. Bridge programs or cooperative programs with the secondary level schools can be developed which will insure a supply of students and will also insure raising the quality of their educational experiences prior to coming to college.

(3) Attracting special programs

Where an institution has particular expertise and program resources to operate special kinds of programs, making this known will help in the competition for attracting such programs.

(4) Attracting guest lecturers and visiting professors who will enrich the experiences of the college community.

(5) Attracting specialized chairs for special areas within the university funded by outside agencies.

Another important way that data can be used externally is in attracting funds. The "development game" or the game of attracting fiscal support for institutional programs is vital for both public and private black institutions. Black publicly supported institutions have suffered a discrimination of finan-

cial support by the states continuously funding the same instructional programs at a lower level than at comparable white institutions and in some cases at less than comparable white institutions. Therefore, the public institution needs to have its data and information available to help attract additional funds from the state and other agencies. Private institutions which depend almost entirely upon private sources for support should be able to identify their programs and resources to attract funds.

The established white universities have had the concept, if not the name, of institutional research as an intricate part of the fabric of the institutions so that evaluative and analytical data could be used to secure more funds. In other words, institutions which have information can do a better public relations job with the general public as well as the funding agencies. In the game of grantsmanship and requesting funds for grants, it is interesting to note that the bulk of the dollars of foundations and federal governmental agencies have gone to predominantly white institutions to provide programs for disadvantaged blacks. The black institutions which have submitted proposals competing for the same funds and identifying the intention of increasing the quality of programs for disadvantaged youth that they have traditionally served have been frozen out. These examples point to some of the results produced by lack of information.

A fourth external use of data by the institution is to promote interaction and social change. The concept of "communiversity" is the utilizing of resources of academic institutions to interact with the community and cause social change. Harold Hodgkinson, in his book Education, Interaction and Social Change,[5] points out that education takes place in highly organized social institutions and, as such, the formats of academic and social roles are bound to each other and institutions are constantly sending out signals to those around them (which would be the community) indicating how we wish to have them behave. The institution which has the above data available, can select and identify areas for interaction within the community where it can have some success.

Thus far, I have spoken about use of institutional research internally and externally. All of these things relate to use of data which is primarily collected internally.

I would like now to briefly explore some types of studies and research to provide these data. These studies are identified in three categories:

(1) routine

(2) comparative internal/external studies and

(3) generative studies

The routine studies are those which involve routine collection of basic data such as enrollment statistics used primarily by state coordinating or controlling boards, the United States Office of Education, and Regional Accrediting Associations.

The second groups of studies, comparative studies internal/external would be in the following areas:

(1) A comparative study of budget allocation to like institutions;

(2) Comparative studies of the academic market place, what the supply and demand is like for particular academic areas, and what the dollar value is;

(3) Analytical studies of legislation about higher education within a state as well as federal government legislation;

(4) The monitoring of new legislation on a primary data basis, i.e., receiving the actual bills and legislative acts, reading and gleaning from these actions of the legislature rather than waiting for secondary or tertiary reporting services;

(5) Analytical studies about boards of control, their roles, their political involvement or non-involvement, and the degree to which they are addressing themselves to the interests and needs of higher education;

(6) Attitudinal studies about the publics which affect the university;

(7) Community studies which might point directions for university and community interaction;

(8) Studies of other "like" institutions; and

(9) Studies of the general American money market--including patterns of giving by foundations and support of programs.

This does not exhaust the kinds of studies which overlap the internal/external areas that would be beneficial to an institution. It merely highlights some of them.

The third group of studies is the generative studies. The institutional research area can generate studies by exploring relationships of many elements of the campus.

The use of the institutional research to help in institutional decision making and planning emerges as the central theme of this presentation. In order to implement or organize institutional research in this manner, it should encompass the following areas with persons who carry the portfolio for each of these areas: (1) staff and student development, (2) instructional development (3) curriculum development (4) fiscal development to support the institutional program. There should be some system by which internal routine reporting on a regular basis exists so that faculty, administrators and students are informed.

The office should provide services to the other agencies of the university, i.e. administrators, faculty, and student groups for conducting research studies or reports that would enhance further development of particular programs. All of the information could be used for planning.

In summary, appraisal and evaluation with future planning represents the base line of utilizing information for the benefit of institutions. Black

institutions must for survival sake develop some degree of expertise and production in the area of institutional research in order to

(1) Know their institutions and programs

(2) Project such image individually and then collectively as institutions of higher education having a valid and viable mission, and

(3) Develop or internalize the concept and practice of regular analysis and implementations of findings to improve programs.

There is much controversy and question being raised about the future of the black institution, the proposals of merging with the traditionally white institutions, and the question in general of provision of higher education for blacks. This controversy is not new, merely revived. An article by W. E. B. DuBois, published in 1935 in the Journal of Negro Education and entitled "Does the Negro Need Separate Schools?" illustrates this long-standing controversy. His statement at that time is extremely pertinent now.

> "Theoretically, the Negro needs neither segregated schools nor mixed schools. What he needs is education. What he must remember is that there is no magic either in mixed schools or in segregated schools. A mixed school with poor and unsympathetic teachers, with hostile public opinion, and no teaching of truth concerning black folk, is bad. A segregated school with ignorant place holders, inadequate equipment, poor salaries and wretched housing is equally bad. Other things being equal, the mixed school is the broader, more natural basis for education for all youth. It gives wider contacts; it inspires greater self confidence; and suppresses the inferiority complex. But other things seldom are equal, and in that case Sympathy, Knowledge, and the Truth outweigh all that the mixed school can offer."[6]

With clear and well defined images which are accurate and based on systematic data such as that institutional research can provide for the black institution, coupled with the dissemination of the unique contribution to black social development that black institutions have fostered, black institutions can individually and collectively relate to the relevancy of the future growth and development of the black college.

Institutional research at black institutions can (1) provide knowledge for the mainstream which is accurate about its strength and weaknesses (2) assist in long and short range planning (3) allow institutions to better serve their purposes and (4) help perpetuate higher education for blacks by validating the programs and documenting them as well as projecting their potential.

Footnotes

[1]Christopher Jencks and David Riesman, "The American Negro College," Harvard Educational Review, XXXVII, (Winter, 1967).

[2]Earl McGrath, The Predominantly Negro Colleges and Universities in Transition, Teachers College, 1965.

[3]SREB, The Negro and Higher Education in the South, 1967.

[4]Tilden LeMelle and Wilbert LeMelle, The Black College, Praeger: New York, 1969, p. 18.

[5]Harold Hodgikinson, Education, Interaction and Social Change, Prentice Hall, Inc.: New Jersey, 1967.

[6]W. E. B. DuBois, "Does the Negro Need Separate Schools?" The Journal of Negro Education, IV, (July, 1935), pp. 330-331.

ATTITUDE PROFILES ON THE COLLEGE STUDENT QUESTIONNAIRE FOR FRESHMEN ATTENDING FOUR PREDOMINANTLY BLACK COLLEGES[1]

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In former years of institutional research, efforts to identify educational needs and attitudes of students have been limited, for the most part, to descriptive studies and surveys based on non-standardized tests and questionnaires. Recently, however, with the new emphasis upon research in higher education and the development of several standardized instruments, comparative or differential studies of student characteristics have been facilitated. An institutional researcher can now readily identify similarities and differences of the student body at his particular institution, relative to the student bodies at other institutions, by using the normative reference data provided with most standardized instruments. For the institutional researcher in a predominantly black university, however, the benefits of standardized instruments cannot be fully realized, because the normative data presents certain problems when comparisons involving black students.

In this paper, I will describe some of our problems and experiences in the interpretation of the College Student Questionnaires (CSQ) results for North Carolina Central University and several other predominantly black institutions.

Originally, at NCCU, we selected the College Student Questionnaires because they cover a wide variety of background experiences, attitudes, and other student characteristics that were of interest to those concerned with the educational development of students. Most of the items and scales on the instruments did seem of sufficient generality to be relevant for black students.

We administered CSQ 1 to entering freshmen in 1968, and CSQ 2 to the same students in spring of 1969, near the end of their freshman year. We found, upon receiving the results from ETS, that the tabulations of response frequencies and percentages for each item were of general interest to the faculty and administration, chiefly because the contents of the items were directly interpretable. On the other hand, the means of the scales for the student body as a whole could not be interpreted easily, because the national norms for the scales were not fully appropriate for black students.

In some instances the scale scores for NCCU students did correspond fairly closely with the national norms and then a simple conclusion could be drawn: the students at NCCU are representative of or similar to a national cross section

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[1]Collection of the data for this study was sponsored by the U. S. Office of Education through the auspices of the Regional Education Laboratory for the Carolinas and Virginia (RELCV) and the Consortium for Research and Development (CORD).

of college students. There was little more to be said with respect to the comparative norms. In other instances, however, the scale scores for NCCU differed in one way or another from the averages for the norm group. This presented a dilemma: did the performance differences result from the factors that are specific to the institution, its students, and its educational program, or did they result from general factors common to the cultural background of students at all predominantly black institutions?

Indeed, both of these questions are of fundamental importance in any analysis of the predominantly black institution. There is an urgent need for research to determine and understand the cultural background that is common to black students in order to plan and conduct programs that are relevant to the students. There is an equally urgent need for research that objectively assesses the unique characteristics of students at particular colleges and universities.

Appropriate reference norms could contribute to an understanding of these issues. If a test or a questionnaire is not narrowly-culture-bound, appropriate norms could help clarify those ways in which black students are culturally unique. Norms from standardized instruments could also help to clarify those ways in which one predominantly black institution is different from other predominantly black institutions.

Unfortunately, however, in-so-far-as black colleges and universities are concerned, norms that are typically provided with standardized tests are of limited value in relation to the question of general cultural characteristics of black students, and they are of almost no value in relation to the question of institutional evaluation.

The reason that the most norms are of limited benefit to predominantly black colleges is simply this: general cultural effects and specific institutional effects are confounded when one compares the means for a single predominantly black group of students with norms that are based upon predominantly white groups of students. In other words, as I have suggested, one cannot determine whether the differences result from factors that are specific to the institution and its educational program, or whether they result from general factors that are common to the cultural background of students at all predominantly black institutions.

Faced with this dilemma, an attempt was made to procure the scale scores from some other predominantly black institutions, and fortunately, CSQ 1 and 2 results were available for a number of such institutions in this region. Indeed, I was delighted to discover that the instrument had been administered to freshmen at a number of predominantly black institutions by RELCV in the fall of 1967 and the spring of 1968. NCCU was then participating in a research consortium with a number of black schools, and we were able to secure permission from the administrative officers of these institutions for release of the data. We analyzed the results for purposes of a comparative analysis and also to develop regional norms for the predominantly black institutions. It should be noted that two of the institutions were church supported, and one, in addition to NCCU, was state supported. All four schools emphasized the liberal arts.

The initial analyses were concerned with the following question: What are the general similarities and differences among the entering freshmen at the

four schools in terms of the characteristics measured by the CSQ 1 scales? From one point of view, these similarities and differences are indicative of the cultural background of the students; in other words, the data gave some indication of the cumulative effects of the students' backgrounds prior to their entrance to college. From another point of view, these data were also essential to the question of institutional effects, since the data represented baseline measures of the student characteristics and attitudes at the time they entered college.

Figure 1 presents the results of CSQ 1 for each of the schools, in relation to the standardized profiling form provided by ETS. This way of presenting the data allows for comparison of each of the predominantly black schools with one another and with the national norms that are based upon a predominantly white national sample. NCCU is the only school identified, because the administrators from the schools that permitted release of the data were given assurances that the identity of their schools would remain confidential in any presentations of the data.

Examination of Figure 1 shows that the means for the four predominantly black schools differ in a systematic way from the means for the national norming sample. The profiles for the four schools corresponded much more closely to one another than to the national norming sample. In fact the means on the Family Status Scale, representing the average socioeconomic status of the students' parental families, were in all instances below the third percentile for the norming schools, and in two instances the actual values were not even represented on the chart. Of course, it was not terribly surprising to see this. Everyone knows that the students at predominantly black institutions come from families which are poor, although persons not acquainted with these institutions may recognize neither the extent of poverty among these families nor the implications concerning the impact of this poverty on the educational development of the students.

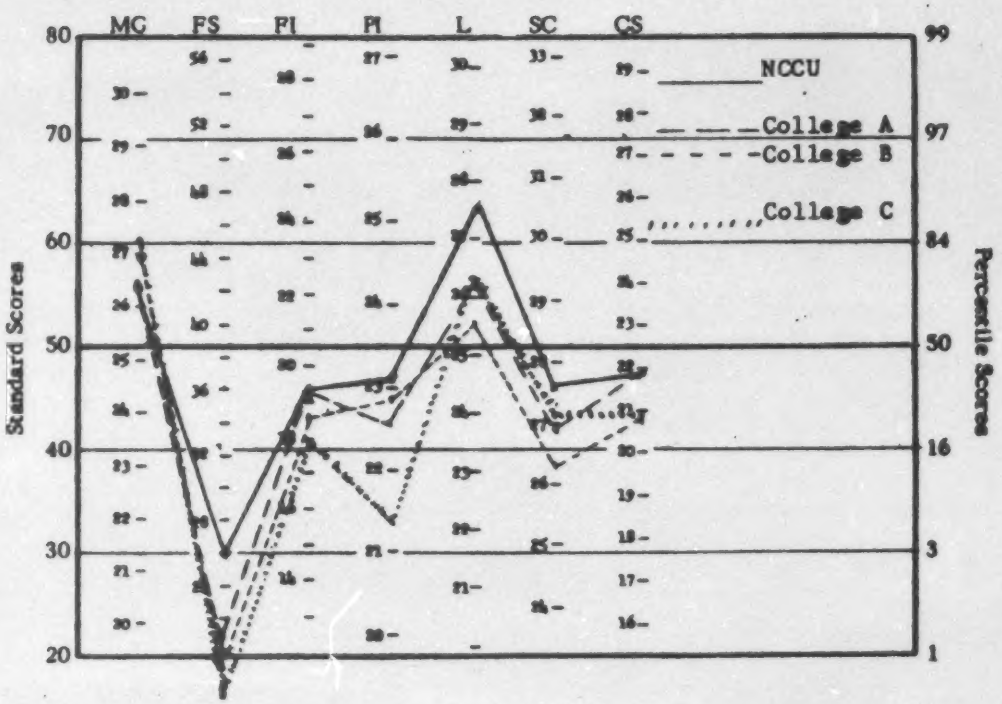
The means for the other six scales did not differ as markedly from the norm group means, and all were within the range of institutional means found for the norming population of schools. However, it is noteworthy that for each scale the means for the black institutions were either all above or all below the norm group means. All black schools were above the norm group means on Motivation for Grades (MG) and on Liberalism, while they were all below the norm group means on Family Independence (FI), Peer Independence (PI), Social Conscience (SC), and Cultural Sophistication (CS), as well as Family Status (FS).

This pattern suggests that on the whole, students enter the predominantly black school with considerable consciousness of and concern for course grades, with greater than average concern for both their families and their peers, with fairly liberal political attitudes, and with slightly less concern for broad, social and cultural issues, relative to students in the national sample of schools. I think it is important that the administrators and faculty members in these schools recognize this pattern as it represents the cultural background that the students bring with them to school.

Presumably, administrators and faculty members will also be interested in knowing how students entering one predominantly black institution might differ from those entering the others, but time does not permit discussion of

Figure 1

CSQ 1 Profiles for Entering Freshmen at
Four Predominantly Black Colleges



MG - Motivation for Grades
FS - Family Social Status
FI - Family Independence
P - Peer Independence
L - Liberalism
SC - Social Conscience
CS - Cultural Sophistication

these institutional differences today.

The results for CSQ 2 are presented in figure 2. These results are generally based upon the same students who were included in the CSQ 1 study, but the CSQ 2 results are based upon the responses at the end of the freshman year. There are some students, however, who did not complete both instruments.

In general, the profiles presented in the figure were again characterized by over-all similarity to one another. The only marked discrepancies occurred, first with respect to school A's scores on the Study Habit Scale, and second, to a lesser extent, on the Satisfaction with Administration Scale. The reasons for these discrepancies have yet to be determined, although informal inquiries have suggested that College A may differ from the others in being the smallest of the schools, and also in the nature of its tutorial program for students who experience academic difficulties.

With respect to patterns common to all four schools, the most outstanding variations from the norm group means occurred in the instances of the Extra-curricular Involvement (EI) and Family Independence (FI) Scales. To a lesser extent the Liberalism, Peer Independence, Satisfaction with Faculty, Satisfaction with Major, Satisfaction with Students, Social Conscience, and Cultural Sophistication Scales also tended to differ from the national norm group means, in that all the schools were either above or below the standardized means of 50.

The relatively large discrepancies for the EI and FI Scales may have some important implications for educators at these schools. The high degree of extra-curricular participation suggests that the student culture and student activities are in actuality or potentially an unusually important aspect of the total educational experience at these schools. In view of the degree of extra-curricular involvement reflected by the scale scores, administrators and faculty members at these institutions would do well to analyze closely the relationship between the campus environment, activities, and the educational program, because significant learning of attitudes, beliefs, and values presumably takes place when a student participates in social organizations, student government, athletics, and/or other activities.

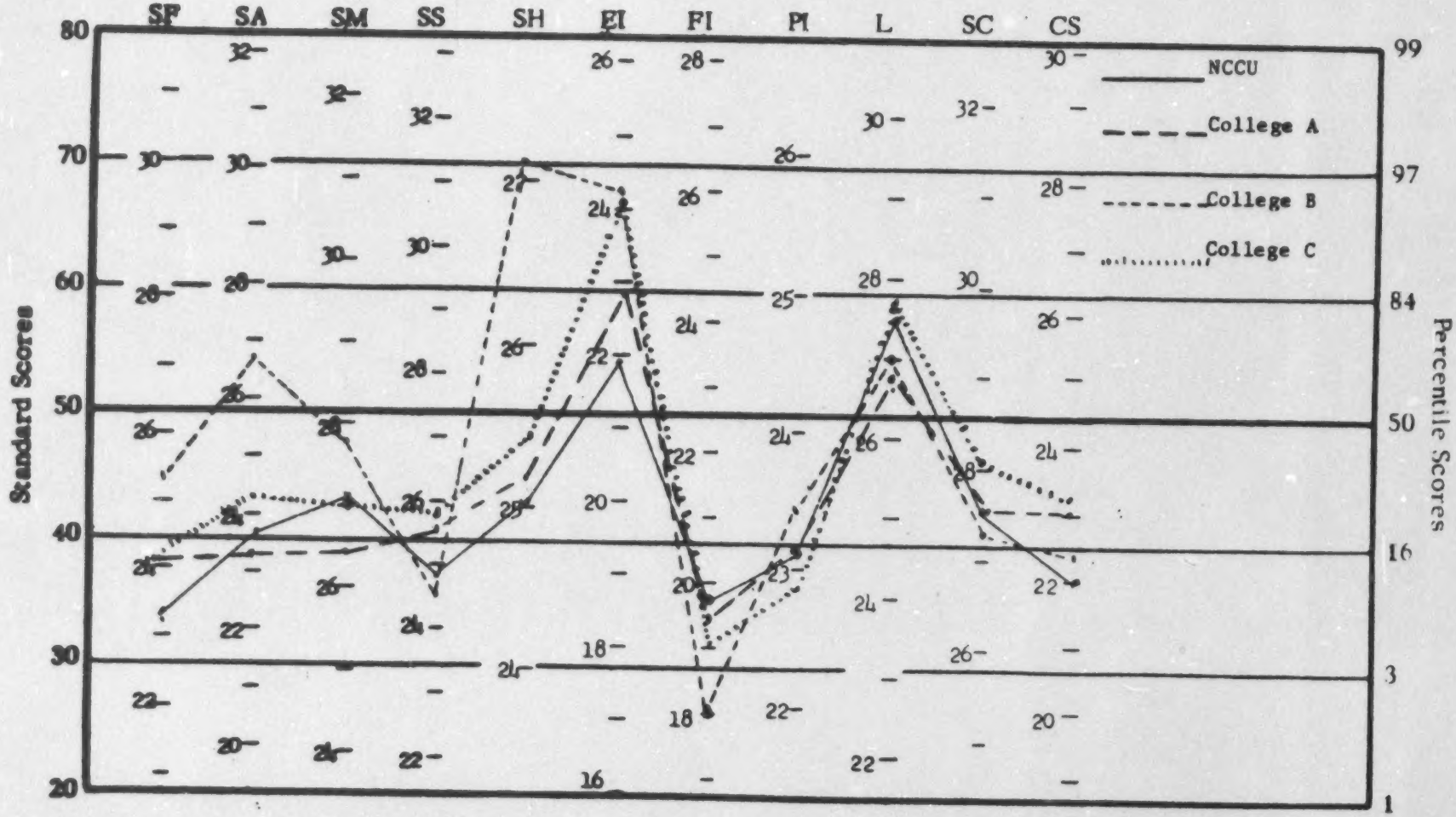
The low Family Independence scores strongly suggest that the relationship to family members is another very significant concern of students at these schools. The students appear to be concerned about their parents' expectations, and the families seem to be closely united and indeed, growing closer together rather than apart. The nature of these family relationships cannot be further delineated within the scope of this discussion, but the potential educational implications of this finding make further study of the matter imperative. Many possibilities are implied. It is the strong family relationship that led these students to seek a college education in the first place. Does the supportiveness or lack of supportiveness and encouragement from the family play a strong role in determining whether the student will succeed in college? Could increased involvement of the total family in the educational program play a significant role in the motivational process? These and other questions may hold some clues to new insights and approaches to education for minority groups, disadvantaged students, etc.

While it may be unwise to draw definite conclusions from the study, I might offer several speculative hypotheses concerning the educational impli-

CSQ - 2

Standard Score and Percentile Equivalents: Institutional Means

Second Semester Freshmen



cations that might be drawn from the overall pattern of the results. To begin with, it is important to take into account the economic circumstances under which the majority of the students have been reared and their economic needs and concerns as they enter college. Of course administrators of predominantly black schools are aware of the problem, and programs such as the federally sponsored work-study program have provided aid for students who could not have otherwise attended college. However, I suggest that more needs to be done in terms of enabling students plan and implement a strategy for financing their college education. For example, financial orientation and counseling programs could assist the student in coping with the problems which now discourage a number of students. There is, of course, always need for additional scholarship and loan funds, as well.

The social needs of the students are also of critical importance to the students during their first years in school. Consider the close ties of the students with their families and peers. For many of the students, the abrupt move from the close-knit family and peer group to the relatively complex and strange environment in college is awesome, if not traumatic. Of course, the students do adjust in one way or another to their new situation. However, this adjustment takes place through experiences and activities that are out of the realm of the formal educational program of the school, and for the most part out of the realm of influence of the faculty and administration.

Semi-formal programs which involve the family in the initial orientation to college, which enable the family to anticipate and understand the students' educational experiences and problems, which provide students with surrogate families if needed, and which implement close relationships with individual faculty members--such programs could facilitate positive adjustments to the college environment, rather than leaving the adjustments to chance.

Finally, in considering the finding that after one year in college, the students are very much involved in extra-curricular activities, I would suggest again that the most important events and experiences of the students are occurring out of the realm of influence of the faculty and administration. Particularly in view of the motivational problems that are common to the transition into the college environment, with its relative freedom and lack of structure, it would appear that marked academic benefits, as well as personal and social benefits, could result from a systematic integration of the curriculum with various extra-curricular activities. While this may sound far-fetched, it could indeed be accomplished in various ways. Faculty members could become more integrally involved in the informal student culture, as well as sponsored activities and organizations. Independent study programs could be developed which would enable an approach to subject matter in an informal, social context. And finally, curriculum could be designed to be flexible and relevant to the current world, and responsive to the social interests of the students.

The full significance of the findings concerning the Family Status, Peer Independence, Family Independence, Extra-curricular Involvement, and other CSQ Scales cannot be fully realized in this study. Much more analysis and research is necessary. However, the data does highlight the significance of the family on the one hand and extra-curricular activities on the other as important aspects of the higher educational program at these schools. These dimensions must be considered in any attempts to develop educational programs.

In conclusion, I think we can say that the comparative approach we have followed in this study has been rewarding, in the sense that the data for a given school are more interpretable and suggestive in comparison with data from several sister schools than without the comparative data. Indeed, I think the findings that came out of these relatively simple analyses have provided us with a number of insights and hypotheses concerning the general cultural background of black students, on the one hand, and concerning unique characteristics of each institution on the other.

Perhaps the values of this approach should be recognized in relation to other special types of institutions, as well as predominantly black colleges and universities. I think various colleges and universities could benefit from studies in which a number of institutions of the same type are compared. I propose that each school should establish comparative standards that are based upon institutions with similar student input, with similar programs, and with similar educational goals. I submit that "national norms" have been relied upon too heavily and too long.

APPENDIX

College Student Questionnaire Scales

1. (MG) Motivation for Grades refers to a relatively strong desire--retrospectively reported--to earn good marks in secondary school. High MG scores represent the respondent's belief that others (e.g., teachers, classmates) regarded him as a hard worker, that the respondent, in his own estimation, studied extensively and efficiently, was capable of perseverance in school assignments, and considered good grades to be personally important. Low scores indicate lack of concern for high marks in secondary school.

2. (FS) Family Social Status is a measure of the socioeconomic status of the respondent's parental family. The scale is comprised of five questions, each having nine scaled alternatives. The five items have to do with: father's occupation, father's education, mother's education, family income, and father's nationality-ethnic background. Father's occupation is given a weight of three. Raw scores may range from 7 through 63.

3. (FI) Family Independence refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family.

4. (PI) Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness.

5. (L) Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

6. (SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scores express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy, about these matters.

7. (CS) Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities.

8. (SF) Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

9. (SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal.

10. (SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work.

11. (SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the overall student body.

12. (SH) Study Habits refers to a serious, disciplined, planful orientation toward customary academic obligations. High scores represent a perception of relatively extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out other assignments. Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements.

13. (EI) Extra-curricular Involvement is defined as relatively extensive participation in organized extra-curricular affairs. High scores denote support of and wide involvement in student government, athletics, religious groups, preprofessional clubs, and the like. Low scores represent disinterest in organized extra-curricular activities.

CSQ FRESHMEN ATTITUDES TOWARD BLACK POLITICAL LEADERS IN THE AMERICAN SOCIETY

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North Carolina Central University

Had a modern day prophet undertaken ten years ago the task of describing the problems that would beset the university of today, he would have been labled a prophet of doom and viewed with disdain and pity. Today we know that it is not the pessimistic prophet who needs pity but the college and university administrator. The administrator in a university is under constant stress from a variety of sources, not the least of which is the student body itself. The gap between today's students and administrators seems to be wider than it has been in the past. Today's college student is an enigma to many college administrators. For some administrators the reaction of students to current problems and issues seems bizarre and incomprehensible.

Progress can be made toward understanding today's students by identifying and studying their background characteristics and their attitudes. The cultural climate from which students operate today is different from that of twenty or even ten years ago. The complexity of current problems is reflected in the multiplicity of forces influencing or attempting to influence modern man. College students are caught in the whirlwind of conflicting ideologies. In fact there are various forces influencing the student body in various directions, sometimes toward quite opposite ends. Students are often forced to make choices and to identify with various ideologies before they are emotionally and intellectually mature enough to do so. For instance, the black student quite early in his college career is caught up in the complex and sometimes conflicting ideologies of the black revolution.

It is important to study the cultural background of black college students because the specific factors that influence black students may be basically different from those influencing white students. For example, black students will presumably look toward different leaders, hero figures, ego ideals, etc. Moreover, identification with different leaders may reflect the general attitudes of students toward the future course of the black movement in terms of its goals and strategies. Thus it is possible that we can gain greater understanding of various black student subcultures by looking at the kinds of black leaders with which students identify. This paper reports the beginning stages of a study of different leader preferences among students at North Carolina Central University; it presents some of the tentative conclusions reached concerning the background and characteristics of members of two student subgroups.

In order to determine which black leaders the students looked toward, we asked the students to indicate which of the following they felt had done the most for black Americans: Malcom X, Martin Luther King, Stokley Carmichael, Rap Brown, Whitney Young, Roy Wilkins, Dick Gregory, or James Brown. The number of students preferring the various status leaders are presented in Table 1.

TABLE 1

Status Leaders Selected by NCCU Freshmen 1969 as Contributing the Most to Black Americans

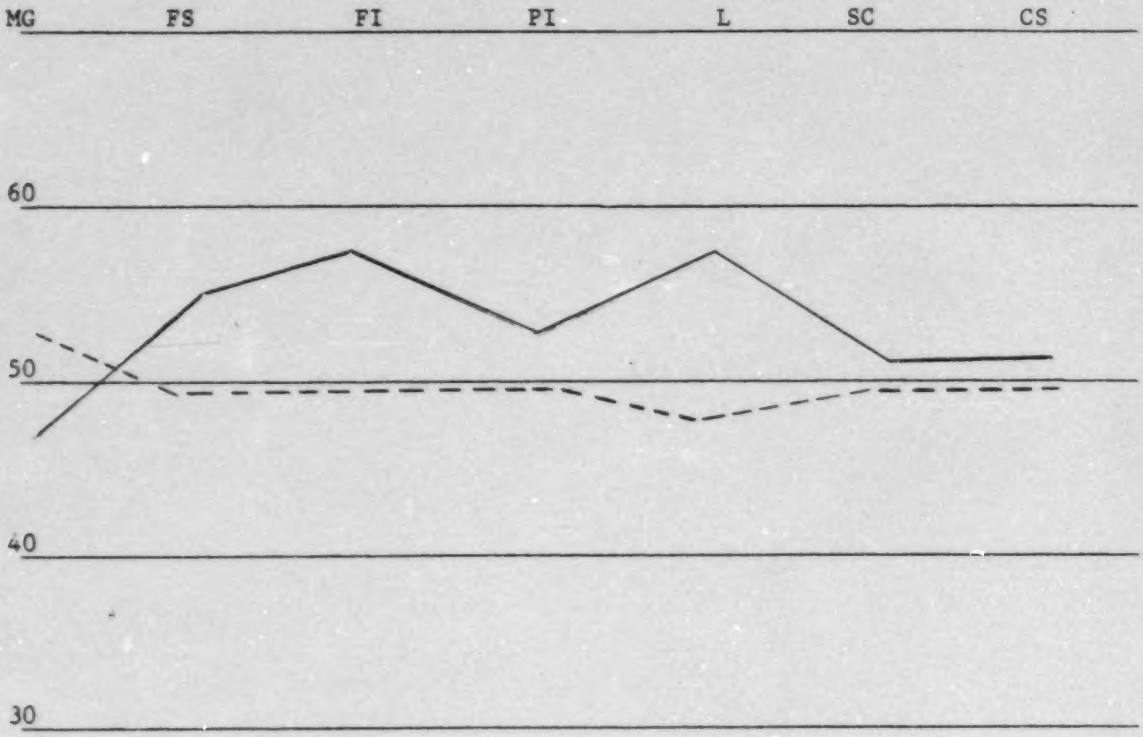
Status Leader*	Number of Students Selecting	Percentage of Group
Malcom X	58	89%
Stokley Carmichael	5	8%
Rap Brown	2	3%
Total Group A	65	
Martin Luther King	660	98%
Roy Wilkins	7	2%
Total Group B	667	

* James Brown, Dick Gregory, and Whitney Young were not selected by any of the students.

CSQ Profiles for Group A and Group B

Group A: Malcom X, Rap Brown, or Stokley Carmichael has done most to help black people

Group B: Martin Luther King, Roy Wilkins, or Whitney Young has done most to help black people



MG	FS	FI	PI	L	SC	CS	
4.17	2.67	6.06	3.00	14.53	1.16	1.75	t
.001	.005	.001	.002	.001	NS	.10	p

MG - Motivation for Grades
FS - Family Social Status
FI - Family Independence
PI - Peer Independence
L - Liberalism
SC - Social Conscience
CS - Cultural Sophistication

——— Group A
- - - Group B

Because only a small number of students identified with Stokley Carmichael, Rap Brown, and Roy Wilkins, we conducted preliminary analysis to determine whether students who preferred Roy Wilkins were similar to those who preferred Martin Luther King (who might be considered "moderate") and those who preferred Stokley Carmichael and Rap Brown were similar to those preferring Malcom X (who might be considered "militant"). These analyses did suggest that students who preferred the militant leaders were similar to one another, and those who preferred the "moderate" leaders were similar to each other. Hereafter, students who preferred Malcom X, Stokley Carmichael, and Rap Brown will be referred to as Group A and those who preferred Martin Luther King or Roy wilkins will be referred to as Group B. It should be remembered that the majority of those in Group A (89%) preferred Malcom X and those in Group B (98%) Martin Luther King.

The next step in the analysis, involved an effort to compare the two groups of students who preferred these different types of leaders. In other words we compared Groups A and B to determine whether the leader preference of the students was associated with different attitudes, beliefs, and cultural orientations. All of the students in the study had completed the College Student Questionnaire Part I (CSQ I). This was fortunate because the thoroughness of the socio-economic-educational background and attitudinal information gathered in this instrument furnished a wealth of information for study.

We began by analyzing and comparing the two groups in terms of CSQ I scale scores. Significant differences in the mean scores were found to exist between the two groups for five of the seven scales.

Two of the scales, Family Independence and Peer Independence, measure the autonomy of the student in his relationship to his parental family and his peer group. The scores for both of these scales were significantly higher for Group A than for Group B suggesting that students who preferred Malcom X were less susceptible to influence by their family and by other students. Students in Group B typically came from more closely knit families which seemingly exerted greater influence over them, and they were more likely to conform to the prevailing peer group mores. According to the CSQ I technical manual students scoring higher Peer Independence scores, such as those of Group A, indicate a tendency toward inner-directedness. These students would be less influenced by the opinion of others concerning their personal life and behavior. Students scoring lower on this scale, as those in Group B did, have a tendency to be more extroverted or other-directed.

The Family Social Status Scale is a measure of the socio-economic status of the respondent's parental family. Students in the predominantly black schools scored very low on this scale for obvious reasons. The use of our own NCCU norms enabled us to view the social status of our students from a more appropriate baseline. Viewed from this baseline, students in Group A came from families with higher socio-economic status.

This scale is based upon the family's income and the education and occupation of the father and mother with the father's occupation being given the greatest weight. A closer examination of the items within this scale led to the conclusion that the major difference between the two groups was with respect to the educational level of the parents. The parents of students in Group A were more likely to have had some formal training beyond high school, as is shown in Table 2.

On the Motivation for Grades Scale students were asked to evaluate themselves in terms of their high school experiences. Students in Group B scored higher on this scale viewing themselves as hard workers to whom good grades were important. Students in Group A scored lower on this scale indicating less concern in high school for good grades.

Although it was not included in the computing of the Motivation for Grades Scale score, students were asked in another section of the CSQ I to estimate their high school grade average. The students in Group A estimated their grade averages as lower than those in Group B (Table 2). One must ask next about the aptitude of the groups. Paradoxically, the SAT Verbal and SAT Math scores for Group A were significantly higher than for Group B (Table 3). The apparent contradiction here--Group A with greater academic ability but lower grades and Group B with lower academic ability but higher grades--can be partially understood by considering the scores of the two groups on the Motivation for Grade Scale. Group A, with greater academic ability but lower grades, was less motivated toward getting good grades while the reverse was true of Group B.

The degree of cultural sophistication possessed by the students is measured by another scale. Although the difference in the mean scores for the two groups was not as significant for this scale, Group A seemed to have slightly greater knowledge and experience with art forms and ideas and a greater sensibility in the general area of the humanities.

Two of the scales on the CSQ I were related to attitudes and social awareness. On one of these, the Liberalism Scale, the difference between the two groups was more pronounced than for any other scale. The student in Group A scored much higher on the Liberalism Scale indicating a greater support of change in the political and social arena. These students were dissatisfied with the status quo and wish to see changes made. The students in Group B on the other hand tended to oppose welfare legislation, and were less intolerant of persons who disagree with established American political institutions.

On the second of the scales related to social awareness, the Social Conscience Scale, there was not a significant difference between the scale scores of the two groups. Although the degree of difference was not as great for this scale as for the other scales, the direction of the difference was the same with the members of Group A reflecting a greater moral concern for social justice. Lower scores on this scale such as those recorded by students in Group B do not necessarily represent active support for the status quo or a belief that social justice does not exist. They do represent, however, a lack of concern, detachment, or apathy about such matters.

Significant differences between the Groups A and B were also found on three other items not included in the scale scores (Table 2). The members of Group A were more frequently males and those of Group B, females. The members of Group A were, generally speaking, from larger cities or towns than those in Group B. Only 17% of those in Group B came from larger cities or their suburbs while 34% of those in Group A came from these more populous areas. Twenty percent of those in Group B came from rural areas but only 8% of those in Group A did.

One of the local items asked the students to indicate the degree of integration present in the high school that they had attended. Fifty-seven percent

TABLE 2

Selected Items on Which the Responses of Group A Differed From Group B

Characteristics	Number Responding Group A		Group B		X^2
Sex					
a) Boys	37	(57%)	252	(38%)	
b) Girls	28	(43%)	411	(62%)	8.85
Degree of integration in high school attended					
a) Predominantly black	26	(41%)	381	(57%)	
b) Predominantly white, many blacks	11	(17%)	126	(19%)	
c) Predominantly white, with a few blacks	27	(42%)	156	(24%)	11.13
Size of hometown					
Suburb of metropolitan area	8	(13%)	63	(10%)	
A city over 500,000	13	(21%)	44	(7%)	
A city 50,000 - 500,000	13	(21%)	100	(16%)	
A city or town 10,000 - 50,000	17	(27%)	155	(24%)	
A town under 10,000	6	(10%)	144	(23%)	
Farm, ranch, or open country	5	(8%)	131	(20%)	20.20
Estimated high school grade average					
C or below	45	(69%)	292	(44%)	
B or above	20	(31%)	364	(56%)	14.56
Highest level of father's formal education					
High school or less	43	(67%)	505	(80%)	
Some trade school or college	17	(27%)	99	(16%)	
Professional degree	4	(6%)	28	(4%)	6.68

TABLE 3

SAT Scores for NCCU Freshmen - 1969-1970

TEST	Group A		Group B		Difference	t
	Mean	Standard Deviation	Mean	Standard Deviation		
SAT - Verbal	280.81	58.72	348.36	57.24	32.45	4.28
SAT - Math	390.95	58.99	375.67	61.99	15.28	2.36

of the students in Group B came from segregated or predominantly black high schools while forty-two percent of the students in Group A came from predominantly white schools with only a few blacks enrolled. In other words, there is a tendency for those students who identify with Malcom X to come from integrated schools.

Conclusion

As a result of this study some tentative conclusions concerning the students in Group A and B can be made.

The students who preferred Malcom X, Rap Brown, or Stokley Carmichael were more likely to be males, from predominantly white high schools and from the larger cities. Although these students have greater academic ability as measured by the Scholastic Aptitude Tests, they were less motivated in high school toward getting good grades, and did in fact report their high school grades averages as lower. Their family socio-economic level as measured by the CSQ Scale was higher than that of other NCCU students, primarily because of the educational level of the parents. They showed greater independence from their families and less tendency to conform to the mores and customs of their peer group. They showed greater liberalism than other black students.

The students who preferred Martin Luther King were more likely to be females, from predominantly black high schools, in smaller towns or rural areas. Although their SAT scores were lower, their motivation for grades was higher and they reported higher high school grade averages. They tended to come from families with lower socio-economic status, but these families were more closely united and the students were more likely to seek their family's advice about problems. They seemed to be more outer-directed in their relationships with their peer group and to conform to the prevailing peer norms. Although as a group they were slightly more liberal than the majority of American college students, they were not as liberal as the students who preferred Malcom X.

As often happens with studies of this type, more questions were raised than were answered. First, question of cause and effect: The pattern of differences in the scale scores of the two groups is consistent with the hypothesis that the leaders with whom the students identified influence their ideologies and attitudes. On the other hand, it is equally possible that students with different attitudes prefer or identify with different leaders. Be that as it may, certain differences did occur. Second, there is the long term question of how these students actually develop, in terms of attitudes, achievement, and behavior, as they proceed through college. At the end of their freshmen year these students completed CSQ II. A study of the students who changed their leader preferences and/or their attitudes as measured by the instrument will be of great interest.

Before further study of these problems can be made, it will be necessary to establish the validity of the CSQ scales for use with NCCU students. The data from the four other predominantly black North Carolina schools will be extremely useful in developing local scales for this phase of the study.

CONCLUDING REMARKS

From the several points raised in the papers of this special session and the lively discussion they evoked, it seems a fair deduction that the Association of Institutional Research has a larger--than its present--role to play in assisting the development of the institutional research function in the predominantly black colleges and universities. And to lend some direction to the future role of the AIR along these lines, the panelists, of the special session on Institutional Research at Predominantly Black Institutions would offer the following initial proposals.

1. That the proposed larger publication effort of the Association of Institutional Research a monograph series be devoted to Black Institutions of Higher Education. That the team of investigators and writers of this project(s) include some black institutional researchers--with one of them serving as editor-in-chief for the series.

2. To assist with the development of an institutional research program at predominantly black institutions, that the greater Association appoint a committee to formulate a proposal that would enable the hiring of IR personnel at these institutions, that the proposal offer, as one means, a program of visiting IR consultants and temporary positions, for as long a period as a year, to assist with the development of an IR program that will have practical applications to these institutions. The receiving agency for such a proposal might well be the U. S. Office of Education or a foundation interested in the promotion of a better educational program at predominantly black institutions.